



CT4GC Diagnostic

Novice Reduction for Gap Closure



Consider your level of implementation for the five areas below and use the aligned resources to help improve in the areas in which you need development.	Fully Implemented	Partially Implemented	Implementation Plan in Development	Needs Development
Component: Co-Teaching Practices 1) Our school's co-teaching practice is as effective as possible: <ul style="list-style-type: none">• Co-Teachers partner in teaching using the 5 co-teaching approaches as outlined in CoTeach! By Marilyn Friend.• Co-Teachers share ownership classroom equitably.• Co-Teachers share in implementation of instruction• Co-Teachers are provided with dedicated common planning at least one time per week.• Co-Teachers are utilizing formative assessments to monitor learning.• Collaborating teacher is included in grade level or department planning meetings.• Instructional intensity is greater in C/T classrooms.• Co-teachers have a positive and healthy professional relationship.• Co-teachers utilize the Collaborative Teaching Practices Document, June 2011, KDE				



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<p>Component: Instructional Practices and Strategies</p> <p>2) High yield instructional strategies are utilized and highly evident across the curriculum in co-teaching classrooms</p> <ul style="list-style-type: none"> • Research and evidence based instructional strategies are identified, named, and consistently utilized in C/T classrooms. • Students and teachers know and understand the strategies being utilized in C/T classrooms • Co-Teachers model how to apply high yield strategies to engage in learning requirements • Students utilize strategy bank to anchor their thinking and engage in instruction • Students are regularly provided opportunities to make substantive real world connections. • Students regularly engage in guided practice and receive clear, positive, immediate feedback from learning opportunities. • Math Co-Teachers show multiple examples in concrete ways; show multiple examples in semi-concrete ways; then move to see patterns and relationships in symbolic and abstract ways. • The eight mathematical best practices utilized in Conceptual Building Blocks are utilized and highly evident in the C/T classrooms. 				



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Component: Student Supports 3) Student Supports are utilized and highly evident in the Co-teaching classrooms in my school. Barriers to learning opportunities are identified and removed so that all learners are well-supported. <ul style="list-style-type: none"> • C/T classroom is a safe and positive learning environment. • Students' voice and choice are heard and used to drive student driven instruction. • PGES Student Voice Survey is utilized to help C/Ts know and understand how to provide appropriate learning supports for students. • KY ILP is utilized to remove barriers, identify student learning preferences, and to provide real world connections 				
Component: Continuous Classroom Improvement 4) C/T classroom is driven by an intentional continuous classroom improvement system . <ul style="list-style-type: none"> • Leadership and Planning: • Data Systems • Workforce Focus • Operation Focus • Results 				